

ABSTRACT

Ridhianah, Marizkia. 2012. *Strategies of Teaching English Grammar to Students with Hearing Impairment at SMPLB Ma'arif Lamongan*. A Thesis. English Education Department, Faculty of Tarbiyah, State Institute for Islamic Studies Sunan Ampel Surabaya, Advisors: Dra. Irma Soraya, M.Pd. and Rakmawati M. Pd.

Key Words: English grammar, teaching strategies, and students with hearing impairment.

This thesis is the result of these research problems: What are the strategies of teaching English grammar applied by the teacher to second year students of SMPLB Ma'arif Lamongan? What are the difficulties encountered by the teacher in teaching English grammar for students with hearing impairment? How do the second year students of SMPLB Ma'arif Lamongan respond to the teaching strategies of English grammar applied by the teacher? Are all the strategies applied effectively by the teacher?

This thesis is conducted by the writer because she knows that in this modern era, the need and must of mastering English language is merely needed by almost all people especially for students. In Indonesia, English language becomes a compulsory subject for students starting from elementary level until university level, even for school for students with special needs (Sekolah Luar Biasa). However, teaching English language especially the grammar always has been one of the most controversial subjects since the method and the material to adapt it, moreover when teaching it to students with hearing impairment. Therefore, effective teaching strategies are needed to make the process of teaching it effectively. So, from this study, the writer hopes that this study can give a contribution in special education studies and additional knowledge in teaching English grammar, especially to students with hearing impairment.

The research design of this research is descriptive qualitative. The Data is arranged by doing documentation, interview, observation, and questionnaire. The research subjects are the English teacher and all the second year students with hearing impairments of SMPLB Ma'arif Lamongan. Then, the setting of this research is the second year class of SMPLB Ma'arif Lamongan.

The result of the research shows and infers that teaching strategies applied by teacher in teaching grammar for students with hearing impairment were *deductive strategy and inductive strategy* which combined with *cooperative strategy and individual strategy* included in. The difficulties encountered by the teacher during teaching English grammar were in *deductive strategy* the teacher felt difficult in giving understanding about the context to the students since the time signal is in the 'past', as like as in applying *inductive strategy*. Those difficulties occurred since there

were communication problem, time limited problem, and tools and infrastructure problem.

The students' response about the teacher's teaching strategies during the class inferred that the teacher's teaching strategies were interesting and made them enjoyable in learning grammar. This good response made them been high motivated in learning grammar then got good result in examination. Then, it inferred that all the strategies applied by the teacher in teaching english grammar for students with hearing impairment were effective since it produced the result what both teacher and students wanted; students understood the context of English language and they also been able and success in doing exercises and examination.